

Family Services Worker

TRAINING AND TECHNICAL ASSISTANCE NEEDS ASSESSMENT FORM TO BE COMPLETED WITH YOUR AREA MANAGER

Name _____

Date _____

We are interested in identifying the training and technical assistance needs of Family Service Workers. Please check the box next to the areas in which you feel you need training or technical assistance.

Please shade in the number that best fits your need for training in the following areas with 5 being the most need and 1 being the least need.

Establish mutually respectful partnerships with families to enhance the quality of their lives and their communities.

- | 5 | 4 | 3 | 2 | 1 | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | T/TA on outreach, recruitment, and enrollment. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | T/TA on what the philosophy of Head Start is and services that are provided. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | T/TA on how to establish and maintain ongoing partnership based on trust with families. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | T/TA on communicating effectively with verbal, nonverbal messages, and reflective listening skills. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | T/TA on what strategies to use to learn about families and communities. |

Support families' efforts to reach their goals.

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|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | T/TA on how to develop strength-based assessments with families that describe their goals, strengths, resources, and support networks, as well as necessary services and supports. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | T/TA on how to develop in partnership with the family, an individualized family plan. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | T/TA on facilitating families' problem-solving and how to teach problem-solving skills. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | T/TA on how to coach, consult, educate and utilize local counseling agencies. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | T/TA on how to advocate for the family and how to support them in advocating for themselves. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | T/TA on how to provide follow-up with the family on the progress toward meeting their goals and needed revisions to their plan. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | T/TA on assisting with transitions to other programs, communities, and schools. |

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Offer parents opportunities to be involved in-group activities, including policy groups and educational activities based on interest and need.

- | 5 | 4 | 3 | 2 | 1 | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | T/TA on how to identify common interest and needs of parents in order to plan appropriate activities. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | T/TA on how to work with parent groups on formation, group processing and leadership. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | T/TA on how to provide and/or coordinate training and educational opportunities for parents. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | T/TA on how to engage parents in volunteering, community service and other ways of contributing to program activities and services. |

Provide opportunities for children and families to participate in family literacy services.

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| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | T/TA on how to support interactive literacy activities between parent and children (working with other staff). |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | T/TA to show parents how to be the primary teacher for their children and full partners in the education of their children. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | T/TA to assist parents as adult learners and to recognize and help them address their literacy goals. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | T/TA to link and support parents in engaging in literacy training that contributes to self-sufficiency. |

Coordinate and integrate Head Start services in order to enhance effectiveness.

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|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | T/TA on how to serve as a productive team member on an interdisciplinary team of professionals. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | T/TA on how to participate in and facilitate case conferences to promote service integration. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | T/TA on how to apply knowledge of health, mental health, disabilities, and child development in order to ensure a holistic service delivery. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | T/TA on how to promote and support parent involvement and leadership throughout the program. |

Support families in accessing other community resources.

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|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | T/TA on how/where to research and keep up-to-date on program and community resources. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | T/TA on analyzing a match of community resources to family needs and identifying unmet family needs. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | T/TA on referring families to community resources and follow-up on the effectiveness of referrals. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | T/TA on promoting community partnerships that will improve supports to fam |

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Assist families in crisis.

5	4	3	2	1	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	T/TA on listening to families and assessing the crisis situation.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	T/TA on taking active steps to ensure the safety of all involved.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	T/TA on deciding when to intervene and when to refer a family.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	T/TA on identifying (with the family) options, resources, and consequences to address the crisis.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	T/TA in supporting families in making decisions and taking active steps to resolve current crises and be prepared to address future crises.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	T/TA on ways to work with incarcerated parent(s).

Respect and respond competently to the culture, traditions, lifestyle, language, and values of each family and community.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	T/TA on how to be knowledgeable about and sensitive to each family values, beliefs, traditions, cultural influences, family makeup, and circumstances.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	T/TA how to work with families representing different cultures using a culturally competent and flexible approach.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	T/TA on identifying and reflecting on personal values, experiences and biases that facilitate and present barriers in working with certain groups of people.

Contribute to effective program practices and maintain a commitment to professionalism.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	T/TA on performing record-keeping and internal and external reporting tasks in a timely and objective fashion.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	T/TA on effectively utilizing supervisory professional development and technical assistance resources to improve competence.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	T/TA on what is strategic planning, self assessment, and other efforts to improve program services and agency responsiveness to families.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	T/TA on how to contribute and participate in strategic planning and/or self assessment.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	T/TA on family support principles, theories, practices, code of ethics and making decisions accordingly.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	T/TA on articulating an awareness of self, values, and ethics as they impact on work with families.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	T/TA on maintaining professional boundaries and confidentiality.

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Other

5	4	3	2	1	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	T/TA on the Head Start Performance Standards.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	T/TA on inkind and how to provide training to parents and families.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	T/TA on agency policies and procedures for reporting suspected child abuse and neglect.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	T/TA on Fatherhood and Youth activities for parents and families.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	T/TA on car maintenance/driving safety.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	T/TA on the identification and treatment of Head Lice.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	T/TA on personal safety.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	T/TA on drug awareness/abuse and safety.

Other areas not listed: _____

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